DOCUMENT RESUME

ED 057 976 RC 005 874

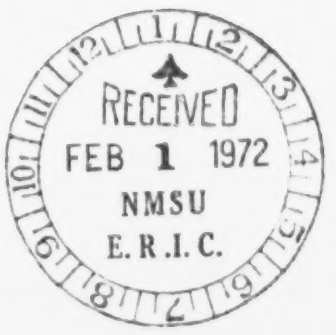
TITLE	Degrees, Tenure, Experience, and Turnover of Professional Staff Members in the Texas Small Schools Project.
INSTITUTION	Texas Education Agency, Austin. Div. of Administration Services.
PUB DATE	Dec 71
NOTE	10p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Degrees (Titles); Evaluation; *Faculty Mobility; Projects; Research; *Small Schools; Tables (Data); *Teacher Experience; *Tenure
IDENTIFIERS	Texas

ABSTRACT

Utilizing data from the Texas Education Agency's Division of Finance, Division of Research, and Small Schools Project office, information was derived on academic degrees, tenure, experience, and the rate of teacher turnover during the 1971-72 Texas Small Schools Project (137 schools). It was found that a smaller percentage of teachers has baccalaureate degrees and no degrees in project schools than in non-project schools; that the percentage of master's degrees and above is approximately the same for project and non-project schools; that almost one-half of the teachers have been in the project schools for 1 or 2 years; and that the teacher turnover rate is too high in the 43 project schools used as the source of information on turnover. The recommendation was made that school districts evaluate professional staff and community millieu to determine how teachers and other professionals can be persuaded to remain on a permanent basis. (MJB)

ED057976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY



DEGREES, TENURE, EXPERIENCE, and TURNOVER of PROFESSIONAL STAFF MEMBERS in the TEXAS SMALL SCHOOLS PROJECT

RC005874

Texas Education Agency
Division of Administrative Services
Small Schools Project
December, 1971

DEGREES, TENURE, EXPERIENCE, AND TURNOVER OF PROFESSIONAL STAFF MEMBERS IN THE TEXAS SMALL SCHOOLS PROJECT

Purpose

The purpose of this study is to determine the percent and type of academic degrees, amount of teacher tenure, experience, and turnover of the professional staffs of the 137 school districts participating in the Texas Small Schools Project during 1971-72. Comparisons will be made between the professional staffs of the Project schools and the non-Project schools.

Background

Little is known about the amount of teacher turnover and tenure in Texas except that teachers tend to gravitate toward those communities which pay the higher salaries and have the better living conditions. Statistics are readily available on academic degrees, number of years of experience, and number of years of tenure, but neither the Texas Education Agency nor the Texas State Teachers Association keeps State-wide statistics on the amount of teacher turnover.[1]

The Texas Small Schools Association, who co-sponsors the Small Schools Project with the Texas Education Agency, asked the Project director to make a study of teacher turnover in the Project schools. Later, it was decided to include academic degrees, tenure, and experience in the study. This document is the result of that research.

---

[1]A teacher turnover is defined to be a full-time certificated employee new to a school system during a given school year.

Design of the Study

The professional personnel included in the study are (1) classroom teachers, (2) principals, (3) head-teachers, (4) superintendents, and (5) other full time certificated personnel commonly found in small schools. Teacher aides are not included in the study since all (Minimum Foundation Program and ESEA Title I) aides are not identifiable through a computer printout from the Division of Data Processing, Texas Education Agency.

The source of the data for the degrees, tenure in the district, and total number of years of experience is the 1970-71 Professional Personnel Rosters which are submitted by the school district to the Division of Finance, Texas Education Agency. This data is readily available from the Division of Data Processing.

The source of the data for the percent of turnover in the 137 schools participating in the Small Schools Project is page one[2] of the commitment forms which are submitted each year to the Project director. Only the 43 schools[3] which submitted commitment forms for the previous four consecutive years were used as the basis for the data on turnover. No attempt has been made to determine the reasons why teachers leave the various school districts.

Other data is available from the Division of Research, Texas Education Agency.

Findings

Table I shows the number and percent of personnel which hold degrees and were employed in the schools participating in the Small Schools Project during the years indicated:

---

[2]Appendix I

[3]Appendix II. Turnover data on individual schools available upon request.

Table I

Degree	Number 1970-71	Number 1968-69	Percent 1970-71	Percent 1968-69
Non-degree	86	78	3.6	3.9
Baccalaureate degree	1,520	1,272	64.4	62.8
Masters and above	756	674	32.0	33.3
	2,362	2,024		

Source: Division of Finance, Texas Education Agency

It is significant to note that in an era of an over-supply of teachers, the percent of baccalaureate degree teachers increased during the period 1968-69 to 1970-71 and that the percent of non-degree teachers decreased slightly during the same period. There also was a decrease in the percent of masters degrees.

By way of comparison, Table II shows the number and percent of personnel holding degrees in the non-Project Texas schools during the years indicated:

Table II

Degree	Number 1970-71	Number 1968-69	Percent 1970-71	Percent 1968-69
Non-Degree	2,994	1,861	2.2	1.5
Bacculaurate Degree	89,475	82,360	65.3	65.2
Masters and above	44,566	42,142	32.5	33.3
	137,035	126,363		

Source: Division of Research, Texas Education Agency

The surprising statistic in Table II is the increase in the percent of non-degree teachers from 1968-69 to 1970-71. In Table I, (the Project schools), the percent of non-degree teachers decreased during the same period.

Table III shows the number and percent of teachers having the indicated number of years tenure in the district for those school districts participating in the Small Schools Project during 1971-72.

Table III

Tenure in the District (Years)	Number	Percent
0-2	1,127	47.7
3-5	429	18.2
6-10	281	11.9
11-15	190	8.0
Over 15	335	14.2
	2,362	

Source: Division of Finance, Texas Education Agency

Table III reveals that:

1. Almost one-half (47.7%) of the professional staff in the Project schools have tenure in the district of either one or two years (0-2 category).

2. There is a large turnover of staff members in the early years of tenure as indicated by the difference (29.5%) in the percentage of the 0-2 and 3-5 years.

3. Approximately one-fifth (19.9%) of the staff members have from 6-15 years tenure in the district.

Table IV shows the number of years of staff experience regardless of the source and the corresponding percentages for those schools participating in the Small Schools Project during 1971-72.

Table IV

Staff Experience (Years)	Number	Percent
0-2	557	23.6
3-5	343	14.5
6-10	385	16.3
11-15	240	10.2
Over 15	837	35.4
	2,362	

Source: Division of Finance, Texas Education Agency

It can be seen from Table IV that:

1. Almost one-fourth (23.6%) of the staff members in the Project schools have either one or two years teaching experience.

2. The largest categories are those indicating the least amount of experience and greatest amount of experience (the 0-2 years and the over 15 years of experience).

3. The percentage in the 6-10 years of experience is greater than either the 3-5 category or the 11-15 category.

For this study, a teacher turnover is defined to be a full-time certificated employee new to a school system during a given school year, and includes those who are replacing the ones who have resigned and those added to the staff because of natural growth.

The 43 Project schools who submitted commitment forms to the Project director for the previous four consecutive years are used as the basis for the data on turnover. These commitment forms, in addition to stating the school's area of Project participation for that year, lists the faculty members by name. Thus it was determined, by comparing a school's commitment forms from year to year, the number of teachers who were replacements for those who had resigned and the number who were added through natural growth, i.e., those new to the system for that year.

Table V shows the total number of full-time certificated personnel in the 43 schools who had submitted commitment forms for four consecutive years and the number of personnel new to the school system for the years indicated:

Table V

	1971-72	1970-71	1969-70	Mean
Number of Teachers New to the System	143	175	129	149
Number of Replacements	111	118	99	109.3
Number of Additions	32	57	30	39.6
Total Number of Teachers	630	603	601	611.3

Table VI (derived from Table V) shows the percent of teachers new to the system, percent of replacements, and the percent of increase through natural growth during the years indicated.

Table VI

	1971-72	1970-71	1969-70	Mean
Percent of Replacements	17.6	19.5	16.5	17.9
Percent of Additions	5.1	9.5	5.0	6.5
Percent of Teachers New to the 43 Schools	22.7	29.0	21.5	24.4

It can be seen from Table VI that the mean percent of teacher turnover in the 43 reporting schools from 1969-70 to 1971-72 is 24.4%. This percent is broken down as follows: 17.9% are replacements for those who resigned and 6.5% are additions attributed to natural growth in the size of the staff.

Conclusions

Information was needed on degrees, tenure, experience, and the rate of teacher turnover of the professional staff members in the 137 schools participating in the Small Schools Project during 1971-72. The sources of the information are the Division of Finance, Division of Research, and the Small Schools Project office, Texas Education Agency. All of the information originating in the Finance Division is readily available from the Division of Data Processing.

There are many factors that affect the rate of teacher turnover in a school district. The data in this study should be viewed in light of local conditions in terms of: (1) living conditions in the community, (2) salaries, (3) geographic location of the community, and (4) teaching assignments.

There is a smaller percentage of teachers who have baccalaureate degrees in Project schools than in non-Project schools. There is also a greater percentage of teachers in the Project schools having no degree than in the non-Project schools. The percent of masters degrees and above has remained static and is approximately the same in Project and non-Project schools.

Table III indicates that almost one-half (47.7%) of the teachers in the Project schools have tenure in the district of only one or two years. This fact and the statistics on degrees (Table I) and experience (Table IV) would seem to indicate that there is a nucleus of teachers who remain year after year, while many others come to the school district--teach one or two years and leave.

This study is limited in that only 43 schools were used as the source of information on teacher turnover; however, the turnover rate of teachers (24.4%) in the Project schools is probably too high. It is likely that the rate of turnover in the other small schools is approximately that in the Project schools. This turnover may indicate, however, that the schools are beginning to hire better qualified teachers, especially since we are in a so-called era of over supply of teachers.

The school district should evaluate its professional staff and the community milieu to determine how teachers and other professionals can be persuaded to live and work in the small community on a permanent basis.

Appendix I

SCHOOL COMMITMENT

Texas Small Schools Project

_____ Date

I. SCHOOL INFORMATION

_____

District County Mailing Address

_____

Organizational Pattern (8-4, 6-6)

Enrollment:

Grade 1_____	5_____	9_____
2_____	6_____	10_____
3_____	7_____	11_____
4_____	8_____	12_____

Professional Staff: (Include the superintendent and coop units). (Please indicate "Miss" or "Mrs." for women staff members.)

	Name	Assignment	Highest Degree (Indicate whether earned or in progress)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Appendix II

The following 43 member schools of the Texas Small Schools Project provide the basis for the data on teacher turnover.

Alba-Golden
Alvord
Aquilla
Avalon
Avery
Batesville
Bledsoe
Bullard
Cayuga
Chester
Colmesneil
Coolidge
Eola
Evant
Fayetteville
Fort Davis
Harper
Iredell
Klondike
Knippa
Kopperl
Krum
La Poynor
Lingleville
Moran
Morgan
Mullin
Neches
New Waverly
Paint Rock
Ponder
Priddy
Putnam
Richards
Round Top-Carmine
Rule
Tolar
Union
Walnut Springs
Weinert
Woodson
Whitharral
Zephyr